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ABSTRACT

A practicum addressed the problem of poor reading comprehension of average ability third graders in a southeastern U.S. elementary school. The target group consisted of 24 third-grade students from a low socio-economic background. The reading program was initiated to improve reading comprehension skills. The average test score on the basal reading unit test for the group was 74.3%. The strategies for improving comprehension included: group-assisted reading, corrective feedback, emphasis on critical thinking skills, and the Generative Reciprocal Inference Procedure. The target group was tested for performance by the Qualitative Reading Inventory (QRI), the third-grade basal reading unit test, and the critical thinking checklist. Half the group made gains of at least 10% on the QRI, 91% scored an increase of at least 21% on the basal reading unit exam, and 51% of the group was given higher ratings by their classroom teacher as measured by the critical thinking checklist. The program's success was attributed to consistent review of the subject, higher level questioning techniques, and praising the students for their accomplishments. (One table of data is included; 16 references, a 21-item bibliography, and a critical thinking checklist for the classroom teacher are attached.) (RS)

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A PROGRAM FOR IMPROVING READING COMPREHENSION SKILLS FOR AVERAGE ABILITY THRID-GRADE STUDENTS

by

Tania Nicole Haber

A Practicum Report

Sumitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference

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Abstract

A Program for Improving Reading Comprehension Skills for Average Ability Third-Grade Students.
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Descriptors: Elementary Education/ Reading Comprehension/ Instruction/ Instructional Improvement/ Computer Instruction/ Reading/ Third-Grade/

This practicum addresses the problem of poor reading comprehension of average ability third graders in a Southeastern United States elementary school. The target group consisted of 24 third-grade students from a low socio-economic background. The Reading Program was set out to improve reading comprehension skills. The average test score for the group was 74.3 percent. The strategies for improving comprehension included: group-assisted reading, corrective feedback, emphasis on critical thinking skills, and the Generative Reciprocal Inference Procedure. The target group was tested for performance by the Qualitative Reading Inventory (QRI), the third-grade basal reading unit test, and the critical thinking checklist. The 50 percent of the group made gains of at least 10 percent on the (QRI), 91 percent scored an increase of at least 21 percent on the basal reading unit exam and 51 percent of the group was given higher ratings by their classroom teacher as measured by the critical thinking checklist. The program attributes its success to consistent review of the subject, higher level questioning techniques, and praising the students for their accomplishments.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Tania Nicole Haber
student's signature

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CHAPTER I

Purpose

The elementary school in which the practicum was performed, is located in an urban area in the Southeastern United States. The county ranks third as the largest school system in the state. There are 126,854 students attending grades K-12 within the 150 schools. The ethnic breakdown is 62.9 percent white, 22.03 percent black, 13.06 percent Hispanic, 1.67 percent Asian, and .28 percent American Indian.

The county provides support services for students with special needs. These programs and services include: gifted instruction, exceptional education, dropout prevention and drug awareness. In addition, the county involves local businesses to donate money for scholarships and grants for educational purposes.

At this elementary school, 1220 students share a campus consisting of nine buildings and fifteen portables. Since the school's inception, the open classroom theme was used, however, as of the 1991-1992 school year self-contained classrooms are in use. Each building consists of five to six classes of similar grade

level. At the center of each building exists a room in which the classroom teachers are able to house their supplies and work without being disturbed. The elementary school has several exceptional programs to meet the needs of certain students. Programs such as Severely Emotionally Disturbed (SED), Emotionally Mentally Handicapped (EMH) and Emotionally Handicapped (EH) provide a full time classroom with a teacher and an aide. There are also modified programs for students so that they can be mainstreamed with students in their respective grade levels for activities such as physical education and music.

At the primary grade level there are 20 students per teacher and at the intermediate level there are approximately 25 students to a teacher. The total staff population is 67.2. There are also university students who work as interns for a semester in a classroom and earn credit hours toward graduation.

The students attending the school are of similar socio-economic level. That is to say, their parents emanate from a lower socio-economic level. As a result, 77.5 percent of the students eat either free or reduced price breakfast and lunch. Many of the parents are divorced and work more than one job to support their family which leaves less time for parent supervision. The student ethnic make-up is 48 percent white, 39 percent black, 12 percent Hispanic, and 10 percent Asian.

This writer served as a student teacher in this elementary school before completing the bachelor's degree and has since worked as a substitute teacher. This writer chose this school for the practicum setting because the administration and faculty were willing to receive help in areas in which they have experienced problems. This writer worked at the school on a volunteer basis during the practicum internship program.

Problem Statement

The ability to read allows for the decoding of printed letters into meaningful data. This process contributes to a person's basic storage of knowledge. Decoding the printed text should be a simple procedure so that communication can take place between the author and the reader.

In order for students to have successful reading experiences they must feel confident about the way in which they read. If too much time is spent on translating the printed letter into meaningful words then there is a breakdown in comprehension. Educators agree that if sentences are read too slowly then there is a loss in its meaning. Torgen (1986), states that speed and accuracy are important elements in improving reading comprehension.

Students who face problems with reading can suffer in other academic areas involving reading. The teacher is then challenged to provide an opportunity to improve reading comprehension. However, 80 percent of the knowledge to which students are exposed comes from the textbook (English 1980). Furthermore, methods such as"round robin", which asks for each student to read continuously, is outdated but still remain in today's classroom. Methods such as this one places pressure on the student to pronounce the words accurately instead of understanding the material being read.

This writer addresses the problem of the target school, specifically, poor reading comprehension. The school administration is aware of the poor reading comprehension of its students and intervenes by providing incentive programs and periodic staff instruction. Early this school year, the instructional staff was given practice forms of the Stanford Achievement Test (SAT) to assist student with reading skills.

The elementary school's overall percentile scores for the Otis-Lennon School Ability Test (OLSAT) and the SAT indicates that the third grade has one of the lowest reading scores at the 30th percentile. Since the third grade had these scores, the writer selected this grade as the target group.

This writer asked the third grade teachers to identify students who might benefit from a reading comprehension program. These students were identified and listed for the program. These students reading comprehension scores for the basal reading unit test were averaged at 74.3 percent. These students should read with comprehension by scoring at least an 85 percent on the basal reading unit test. There is a discrepancy in the reading comprehension scores of 10.7 percent on the basal reading unit test. There is a need to increase reading comprehension skills for the target group so that their scores can increase for the next reading unit exam.

Outcome Objective

While reading, a connection is made between the print and its meaning, but for some students there is a breakdown in the process. This breakdown experienced by students can become frustrating, thus making reading undesirable.

Since reading stimulates the mind and expands a person's knowledge, then there is a need to aid students who have difficulty with comprehension. To make improvements with the target group's reading comprehension, this writer set objectives for the students. These include the following:

1. After a period of twelve weeks in the reading program, 50 percent of the target group will improve reading comprehension skills by 15 percent as measured by the third-grade basal reading unit test.
2. After a period of twelve weeks in the reading program, 50 percent of the target group will use critical thinking skills, as measured by a critical thinking checklist from Costa's Developing Minds (1985).
3. After a period of twelve weeks in the reading program, 50 percent of the target group, will increase their reading comprehension scores by 10 percent as measured by the Qualitative Reading Inventory Test.

CHAPTER II

Research and Solution Strategy

In the research conducted by Gray (1983), third-grade students of average ability were randomly selected and surveyed on why children and adults read. The students overwhelmingly responded that adults need to read for work, while children need to read for learning and pleasure. This information may indicate that students need more experiences showing adults read to gain knowledge to enhance themselves in areas other than their work.

Since comprehension affects reading, knowledge is also effected. A key to improving comprehension says Gauthier (1991) is developing a better vocabulary. In his research, elementary students were assigned to two different groups of tutors with special instructions. The research took place over a three semester period that involved the students for 13 sessions. The students were tested on sight word recognition and instructional reading level using the Dolch Basic Sight Word List, the Slosson Oral Reading Test, and the Classroom Reading Inventory. These students were divided into different groups. One group received the treatment and the other group had regular reading instruction. The treatment group's implementation consisted of

varying teaching approaches for the student's individual learning modality and direct instruction for increasing vocabulary. The results indicate that the students in the treatment group made gains in their vocabulary which benefited their reading comprehension.

The variety in teaching methods helps students in their particular learning modality. However, in Costa's Developing Minds as cited by Goodlad's book A Place Called School (1983:4) teachers spend most of their instructional time talking with little time for student interaction. According to Costa (1985), the amount of meaningful student-teacher exchanges is an important element for critical thinking. Teachers who ask extended questions help in developing the mind to think, thus bettering reading comprehension (Gambrell 1983).

Research shows that a majority of teachers ask lower level questions that involve basic recall and rarely use questioning of higher level ability that would involve synthesizing and or evaluating, Gambrell as cited by Pulliam and Hare (1980:78). Moreover, many teachers wait only seconds for students to respond to their questions. Gambrell (1983:78) states that

> "Think-time may be a critical factor related to effective teacher questioning since think-time provides the student with a period of reflection or rehearsal which may be especially valuable in developing reading-thinking skills. Adequate think-time may also be necessary for

students to effectively incorporate new information into their existing fund of knowledge."

The use of higher-level questioning as a way of enhancing thinking is noted in the research by Farrar (1984). The researcher, however states that higher-level questions should provoke students to reflect on what was read and not intimidate them into not responding at all. Thus, asking questions appropriate to the content and level of the student may better the student.

While students are reading, comprehension takes the form of understanding the main idea and the supporting details. According to Gray and Henneberry (1986) good readers monitor their comprehension by asking themselves questions and making predictions as they read. Furthermore, these readers pace themselves so that they understand what they have read.

In research by Eldredge (1990), students can make improvements in reading comprehension through group-assisted reading. In the study, third-grade students who exhibited poor reading comprehension were randomly selected and divided into two groups. All the participating students received 15 minutes of reading time for a period of eight weeks. The instrument used for the pre and post test was the Gates-MacGinitie Reading Test. The treatment group received instructional strategies that

included: the teacher and students reading in unison, students listening to tape recorded passages as they read along, and reading with a partner. The control group read independently during the session and the teacher assisted when the students needed help with unfamiliar vocabulary. The results indicate that the treatment group performed at the 3.6 grade level while the unassisted-reading group scored at the 3.2 grade level. The difference of .4 grade level shows that the group-assisted strategy was an effective way for increasing achievement in reading comprehension.

In the research conducted by Pany and McCoy (1988), 18 third-grade students with reading disabilities were administered three different forms of treatment to improve reading comprehension. The treatment centered on corrective feedback by the teacher, while the students read orally. The students received all of the forms of treatment. The treatment included: corrective feedback on every oral reading error, corrective feedback on words mispronounced which caused a meaning change, and no corrective feedback while reading orally. The procedure used in administering the three treatments, included reading one passage each day for eight days. The treatments were measured by the students ability to answer the comprehension questions following the passage. The results show that students who were

given corrective feedback on every oral reading error, scored higher in the comprehension questions. This information shows that if the decoding of unfamiliar words is done for the student then comprehension can take place.

According to the research by Reutzet and Hollingsworth (1988), comprehension involves making inferences about the text being read. There is no evidence of mental inabilities in making inferences so the researchers used this as part of their study. The researchers based their study on the theory that comprehension can be improved by increasing vocabulary knowledge. The study which was conducted with 71 third-grade students of similar reading ability took place over a 19 lesson period for 50 minutes a session. These students were placed in three different treatment groups with teachers who received special training. One group's treatment was the generative reciprocal inference procedure (GRIP). Costa's Developing Minds adapted in part by Johnson and Johnson (1986:362) ten inference types.

> "The Generative-Reciprocal Inference Procedure (GRIP) used was designed to provide an effective delivery system for vocabulary and comprehension instruction based upon the recommendations of related instructional research. The basis for this study was grounded in the research finding on effective vocabulary instruction and its positive effect upon reading comprehension."

The second group used the basal inference instruction and the third group used the basal reading lessons. The students were pre-tested with the Gates-MacGinitie Reading Test and were post-tested with four types of inference tests. These were the cloze test, the inference types test, and two forms of the passages test. The results show that the GRIP group made a gain of 1.5 standard deviations greater than the other two groups. These results show that the GRIP group's strategies were successful in raising reading comprehension scores.

The research on improving reading comprehension for third-grade students shows that if the decoding of unfamiliar words is made easier, then the student will comprehend the material being read. Since decoding is the key element in reading text, this writer geared the target group toward strategies that improve decoding, thus aiding in comprehension. In Pany and McCoy (1988), corrective feedback on every oral reading miscue was beneficial to the target group in improving reading test scores. This writer adapted these strategies to the target group at the elementary school. The research in group-assisted readings administered by Eldredge (1990) found an increase in comprehension for the treatment group. Pacing and proper pronunciation of words by the teacher or a classmate is consistent with the theory that if words are read with proper speed and

accuracy then comprehension will take place. This writer chose a few of the group-assisted strategies mentioned, such as the tape recording of passages. This method is supported by research and has a minimal cost. This writer also integrated extended questions when testing the students for comprehension. Since Costa's Developing Minds (1985) describes the necessity of children using critical thinking skills to improve in subjects such as reading, this writer incorporated the techniques during the implementation period of the practicum. The techniques such as the higher-level questioning allow the student "think time" to answer without interruption. The target group was also exposed to the GRIP noted by Reutzet and Hollingsworth (1988), because a significant gain was made after the treatment procedure. This procedure is also cost efficient since funds were limited to this writer.

CHAPTER III

Method

Since this writer does not hold a full-time teaching position, special permission was given by the principal who is familiar with the practicum internship program. The principal assisted this writer tremendously by providing access to a school setting and finding a dedicated mentor. The mentor, who is also the assistant principal, helped this writer with the school's demographics and supplied material for the implementation.

The implementation took place during reading class three times a week for 45 minutes over a 12- week period. The targeted students were divided into four groups because of the limited space available. This writer allowed for possible changes in classroom setting to better assist the students, such as working in the library and in larger classrooms.

This writer worked with the third-grade team leader. The leader acted as a liaison between this writer and the other third-grade teachers. The leader also provided an observer who had close access to the practicum setting in the school building. The scheduling of activities for implementation allowed for possible changed due to school holidays or special events.

During the first phase of implementation the targeted students were informed of the writer's role, objectives for the 12-week period, and the rules that governed their work. The students were encouraged to participate in every activity during the implementation. This writer provided a safe environment in which the students could achieve success. This included that students were not able to make rude remarks to fellow students for any reason and that this writer would treat each student equally regardless of attitude, race or intelligence. Furthermore, general and specific praise were given to students for positive responses and incentives such as stickers and food were distributed to deserving students.

Throughout implementation, students were encouraged to read outside the classroom and were given extra credit for the readings. The students were also encouraged to work creatively by making visuals or re-enacting the literature they read. The students were guided by this writer through brainstorming activities, but were assigned to create their own work. When students engage in activities that involve visual, auditory, and tactile methods then learning leads to writing, listening, and talking about literature Indrisano (1989:16). The students were at`e to choose any literature they wish to read.

The target group worked on the stories from the basal reading text, as well as other literature appropriate to the grade level. The group was consistently exposed to higher-level questioning and was given corrective feedback on every oral miscue during each session. The solution strategies described were used throughout the implementation. The following is a timeline that reflects what occurred during the implementation period.

Week One

The target group was introduced to the reading program. The students worked on the floor and were pre-tested using the Qualitative Reading Inventory (QRI). The group learned about reality and fantasy through role-playing exercises which included scenarios that were reenacted by the students. The vocabulary for the week was presented using visuals that related to the story. The students were each given a folder in which they kept their work. The students also kept a journal of all the vocabulary words during the reading program. The story of the week was read in unison and was followed by comprehension questions. Reading the story in unison is supported in the research by Eldredge (1990) in which students made improvements in reading through group assistance.

Week Two

The target group worked on analogies using the vocabulary words from the stories. In addition, the students summarized and identified key points through story mapping. This writer used blank chart paper so that the students could create their own ideas. The students were taught the meaning of a homograph by creating a poem that would help them distinguish it from other similar concepts. The students also learned how to use context clues to identify the meaning of unknown words. Furthermore, students used a hands-on activity that changed the prefixes of certain words which in turn changed the meaning of those words. When students engage in hands-on activities, they area more capable of retaining the new information Indrisano (1989:16). The students also had an opportunity to work independently on the skills learned in class.

Week Three

The target group reviewed the vocabulary words from the previous week. The target group worked on synonyms and antonyms using visuals. They also played a game which involved picking a pair of either synonyms or antonyms. Students also brainstormed about how many synonyms could be written for a

given word. The vocabulary words were introduced using flashcards. The students were motivated for the story of the week by a visual that related to the topic. They also read the story along with a tape. The tape assisted readings directs the students in correct pronunciation of words Eldredge (1990). The students worked independently on the skills of the week.

Week Four

At this point in the reading program, the target group was evaluated using a reading exam. All classwork was averaged as two grades. In addition, the students outlined a character from the weekly story and then role-played the part. The students researched a plant that was related to the story and prepared visuals detailing its characteristics. The students had an opportunity to use the media center in order to conduct the research. The students were also taught about the main idea of a story using story clues and a self questioning checklist. By teaching the main idea of a story, the students can understand what the story was about, thus bettering comprehension.

Week Five

The target group reviewed the vocabulary from previous weeks and the skills that were unclear to the group. The target group was exposed to a story's sequence. Parts of a story were placed in a box and the group had to place each part in its

correct order. The students created their own story and rearranged events so that they had to be sequenced. By emphasizing the sequence of a story, the students can retell the incidents that occurred which assists in comprehension Dutka (1991). The students were later introduced to the vocabulary words through visuals that related to the story of the week. The students read the story along with a tape. Comprehension questions followed the story so that this writer could check for comprehension.

Week Six

The target group reviewed story sequencing by using key phrases from the story. Students worked independently on an assignment related to sequencing. Students learned about suffixes through a guided practice activity of alternating suffixes to change the meaning of a given word. The students were exposed to cause and effect by using clue words from a given sentence. The story of the week was read in unison.

Week Seven

The target group reviewed past skills and vocabulary to reinforce what was learned in the reading program. The students were introduced to the vocabulary words using visuals that related to the story of the week. Students were motivated to read the story by learning that they possess similar traits to the

main character. The story was read by using paired readers. Comprehension questions followed. The students created invitations for a birthday party which was part of the story. The students also had a real party and role-played a different character from the story. The students played the same games that the main character of the story played with his friends. By re-enacting the events in a story, the students can remember the plot which helps them with their comprehension Franklin (1986). The target group had an opportunity to express their feelings about the reading program and if it was assisting them in their reading comprehension. The students responded favorably by explaining that they enjoyed the variety of activities in the Reading Program. They felt that the class made reading more enjoyable by playing games to improve comprehension.

Week Eight

The target group was introduced to the vocabulary words using visuals related to the topic story. The students reviewed story sequence using a blank chart. The students will compare and contrast character traits by brainstorming. The target group was given a test this week to check for understanding of past skills. The target group reviewed for the test by playing "Jeopardy".

Week Nine

The target group worked on the vocabulary words with visuals and created their own flashcards. The group also worked on making inferences through the GRIP approach. The students read the story of the week in unison and answered comprehension questions that were made by fellow classmates . They also made suggestions of possible solutions to the main character's problem. The students changed the ending of the story and shared their creative endings with the group.

Week Ten

The target group reviewed past skills that were troubling them and went over past vocabulary. The target group was introduced to the vocabulary words of the week using visuals and flashcards. The group read the story of the week through paired reading. The students will work independently on sequencing skills and context clues.

Week Eleven

The target group had a chance to share their favorite story and create an art project that depicts a scene from the story. The students reviewed past skills and completed all assignments. The students' classwork was averaged at this point for two grades.

Week Twelve

The students were post-tested using the basal reading unit test. The group was also post-tested using the Qualitative Reading Inventory (QRI). The target group shared how they felt about the program. The critical thinking checklist was evaluated. and how they would change program to make improvements. The teachers' critical thinking checklist was evaluated.

CHAPTER IV

Results

In evaluating the proposed reading program, the students were administered both pre and post tests. The Qualitative Reading Inventory (QRI) for the third-grade level was used as both a pre and post test. The QRI is composed of passages that are read by a proctor and followed by comprehension questions that are answered by the students. Two basal reading unit tests were administered to the target group which was used as both a pre and post test. This test is made up of mainly comprehension questions. The group was also administered additional exams throughout the Reading Program. These exams were taken from the third grade reading text and were given to the group after skills were taught to determine the progress of the group and the program.

A critical thinking checklist was used as a pre and post test for the regular classroom teacher to determine if students use critical thinking. The checklist is by Barell cited in Costa's Developing Minds (1985:315) and is adapted by this writer. It is composed primarily of questions that determine if the students is using critical thinking.

This writer analyzed the results of the reading program by comparing pre and post tests as well as a critical thinking checklist administered to the target group's full-time classroom teacher. An average of the pre and post test scores was used to determine if a gain was made within the entire group. Scores for each student was given to the classroom teacher and the participating students so that the information could be shared with the students' parents.

The Reading Program's initial objective was to improve the reading comprehension levels of the target group. In examining the results of the program, this writer met all of the intended objectives for the students targeted. The following, outlines the results and explanations of the Reading Program:

In the first objective, 50 percent of the target group needed to improve test scores by at least 15 percent on the basal reading unit test. The target group surpassed the intended objective by 91 percent of the students scoring a higher grade which resulted in an increase of 20.5 percent or16.1 points on the basal reading unit exam. Results of the student's test scores are reviewed on Table 1 on page 25.

Table 1

Reading Program Test Results
for the Basal Unit Reading Exam

Student	Pretest	Posttest	Difference
#1	80	100	20
#2	73	88	15
#3	73	94	21
#4	72	88	16
#5	73	88	15
#6	75	84	9
#7	73	94	21
#8	78	100	22
#9	71	82	11
#10	85	100	15
#11	76	94	18
#12	72	88	16
#13	74	88	14
#14	74	84	10
#15	85	100	15
#16	77	94	17
#17	80	100	20
#18	47	52	5
#19	70	70	0
#20	77	84	7
#21	74	94	20
#22	74	94	20
#23	70	90	20
#24	82	98	16

An average class increase of 16.1 points.

This writer attributes the high percentage of student improvement toward positive reinforcement and constant review of the subject matter. Furthermore, the students were given rewards for the efforts made both in and out of the classroom. These rewards included certificates, stickers, and candy.

In meeting the second objective, 50 percent of the target group had to use critical thinking skills as measured by a checklist from Costa's Developing Minds (1985). The regular classroom teachers were given the critical thinking checklist before and after the reading program so that they could judge whether these students were using critical thinking skills. Fifty percent of the students did use critical thinking skills as measured by the critical thinking checklist administered to their teachers. Upon completion of the implementation period the teachers gave the students higher ratings for the usage of critical thinking. This writer attributes meeting the objective by constantly using higher level questioning strategies with the target group and praising students who asked higher level questions.

In meeting the third objective, 50 percent of the target group needed to increase their reading comprehension score by at least 10 percent as measured by the Qualitative Reading Inventory

Test. The students scored were administered the test after a complete review of all the skills taught during the implementation phase. Ninety-two percent of the students scored at least 10 percent higher than the pre-test. Fifty -five percent scored higher than 20 percent on the post-test (QRI). This writer attributes the higher scores to the increased motivational level of the students to succeed. The students were given praise for their success and were distributed awards for their achievement at the end of the practicum period.

CHAPTER V

Recommendations

Upon completion of the practicum reading program, this writer shared the results with the administration and faculty members of this elementary school. This writer presented a newsletter to the staff discussing the results obtained and distributed copies of the report to the assistant principal and the principal. The results of the program were also shared to educators in other counties through an outline report form and could be further distributed upon request.

This writer recommends that the Reading Program be implemented in the elementary school setting in any socio-economic area. The program could be adapted in all of the elementary grades using appropriate vocabulary and reading material. The staff could teach reading using the ideas presented in the Reading Program.

In order for the program to be successful, this writer feels that the participating staff members understand the reasons for using different teaching approaches to the improvement of reading comprehension. This writer encountered problems with some of

the regular classroom teachers because they were unwilling to accept alternative methods in which to teach the students how to improve reading comprehension. This writer had to explain to the staff members that changing teaching methods would benefit the students. Moreover, the students would be exposed to alternative teaching that could aid in their individual learning modality. After persistent discussions, this writer convinced some of the staff that the students might achieve by varying teaching approaches.

Finally in implementing the Reading Program in the elementary schools, it is necessary to stay within the guidelines presented in this paper. By using the guidelines cited, the administrating teacher would benefit from its structure and would not be tempted to revert to traditional teaching methods.

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APPENDICIES

Appendix A

Critical Thinking Checkist for Classroom Teacher
as adapted from Barell (1985)

Appendix A

Critical Thinking Checklist For Classroom Teacher as adapted from Barell (1985)

Using a scale of 1 to 5, rate your students according to the following items.

5=Very often 4=Often 3=Sometimes 2=Seldom 1=Hardly Ever

1. Student gives reasons for making statements.
   5 4 3 2 1

2. Student answers question with a short or one word answer.
   5 4 3 2 1

3. Student spontaneously engages in critiquing another student's thinking.
   5 4 3 2 1

4. Student relates subject matter to experiences in other subjects or in personal lives.
   5 4 3 2 1

5. Whatever the text says, the student accepts as the right answer.
   5 4 3 2 1

6. The student sets objectives for his own learning.
   5 4 3 2 1

7. The student actively listens to other students.
   5 4 3 2 1

8. The student spends time working collaboratively to solve subject matter.
   5 4 3 2 1